

BULLETIN
OF THE
State Normal School

Fredericksburg, Virginia

Summer School and School of
Elementary Methods



June 17 to July 24, 1918

Examinations July 25 and 26

Published Quarterly in January, April, June and October
Entered as Second-class matter April 12, 1915, at the P. O. Fredericksburg, Va.,
under Act of August 24, 1912



RUSSELL HALL, FRONTING GROVE

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of Child Study, Observation and Discussion.*

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*Methods in Reading, Methods in Language and Spelling, Observation
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*Methods in Arithmetic, Reading and Language, Primary and Grammar
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Pianist.

General Announcement

Please read this booklet carefully.

If further information be desired, write the director.

OBJECT.

The State Summer School at Fredericksburg is conducted for the purpose of enabling the busy teachers of the State to better prepare themselves for service in the schools of the State. Teachers will be benefited by association and contact with one another, as well as by the definite instruction of the school. Every teacher should be ambitious to extend her sphere of influence and usefulness. Those who do this will inevitably be rewarded by positions of greater permanency and larger salaries.

While it is not an infallible rule, it is generally and usually correctly accepted that the higher the certificate held the greater the efficiency of the teacher; thus it behooves every teacher to strive for the highest grade of certificate.

The number of teachers holding high-grade certificates is rapidly increasing. The standard of requirement is getting higher every year and those holding inferior certificates must either improve or be forced out of the profession.

The courses offered at this school are intended for the following classes:

I. Those who intend to take the State examination for the first and second grade certificates. This course is largely a subject-matter course, and is designed as far as possible in the time allowed to prepare teachers for those examinations and at the same time giving them a broader teaching knowledge of the subjects.

II. Those teachers who wish to pursue the work for the Elementary professional certificate. The outline of this course will appear elsewhere in the announcement.

III. Teachers who are applying for extension of their certificates.

SCHOOL AND ENVIRONMENT.

The school occupies about sixty acres on a ridge known as Marye's Heights. It is one of the most elevated points in Tidewater Virginia, and commands a magnificent view of the Rappahannock Valley. A most attractive feature of the school grounds is a beautiful grove of about seven acres. This grove contains many varieties of our native trees and offers a delightful park for the students.

The topography of the campus is sufficiently rolling to render it in every way attractive. In the center of the grounds is a spring of pure water that enjoys an enviable local reputation.

The elevation of the school is such as to give at all times pure air.

The city of Fredericksburg is only one-half mile from the school. An elegant driveway and concrete side walk have been constructed. The students will have ample opportunity for church attendance, shopping and sight-seeing in the city.

The buildings are large, convenient and handsome, being of classic types of architecture. Every student's room is well lighted and ventilated. The dining room is large and splendidly lighted. The kitchen is supplied with every convenience and modern sanitary requirement. The stairways are constructed of fireproof material. Every student's room is furnished in mission style and contains stationary washstand with hot and cold water, dresser, center table, single beds, rugs, electric lights and two large inlet wardrobes. Altogether, the buildings are among the best constructed, most sanitary and convenient anywhere in the South.

THE CITY OF FREDERICKSBURG.

This beautiful little city is one of the oldest and most historic in America. It was founded in 1727, and named for Frederick, Prince of Wales, father of George II. The town is situated on the Rappahannock river, one hundred and twenty-five miles from Chesapeake bay, and a pleasant ride from the capital of the United States and the capital of Virginia. It has the advantage of two railroads—the Richmond, Fredericksburg & Potomac and the Potomac, Fredericksburg & Piedmont—and also has a line of excellent steamboats. This old-fashioned, characteristic Virginia city teems with objects of interest—historic and otherwise. Here are found the home of Mary, the mother of Washington; Kenmore, the beautiful home of Colonel Fielding Lewis, who married a

sister of Washington; the old Rising Sun Tavern, the resort of many of the notables of General Washington's day; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses, and numerous other places associated with Revolutionary days. No place in America is more closely identified with the history of the War Between the States than Fredericksburg and the country adjacent. Here within a radius of fifteen miles was spilled, perhaps, more blood during this war than upon any equal area at any time on the face of the globe up to the present world war. Any lover of history must be delighted with a visit to Fredericksburg. The scenery in and around the city is beautiful, the climate unsurpassed, the water supply pure and abundant, and the health record is equal to that of any city in Virginia.

THE FACULTY.

The members of the faculty are all experienced teachers and are in touch with the educational work and needs in the State. Each has been selected because of his special fitness for the subject he is to teach.

The faculty is composed of members of the regular Normal School faculty and other specialists who have had wide and successful experience in the State in teaching the special subjects assigned to them.

SIX WEEKS SCHOOL

This Summer School is a six weeks school. Two distinct courses are offered: (a) The course leading to the first and second grade certificates, and (b) the professional course leading to the Professional Elementary, formerly called the Summer School Professional certificate, Primary or Grammar grades. In the first course (a) all the subjects required by the State for the first grade certificate will be taught so as to prepare the students for the State examinations required for this or the second grade certificate. In the second course (b) the school offers the first and second summer's work leading to the Professional Elementary certificate, formerly called the Summer School Professional certificate, Primary and Grammar Grades. The third summer's work in this course will not be offered till the summer of 1919, inasmuch as this new professional course was not started till the summer of 1917. More complete statements of these courses are found elsewhere in this catalog. All of the work is given for the full six weeks period.

SCHEDULE.

Registration for all students. Monday, June 17.
Lectures begin for all students, Tuesday, June 18.
Lectures close for all students, Wednesday, July 24.
Examinations are as follows:
All Examinations for all students, July 25 and 26.

EXPENSES

Tuition	Free
Registration fee for Virginians	\$ 1.50
Registration fee for non-Virginians...	6.00
Board for the full session	27.00
Board for part of session, per week ..	5.50
Board for less than one week, per day	1.00

Board includes table board, furnished room in the Dormitory, bed linen, laundry, electric lights, use of bath room, with hot and cold water. Teachers will be expected to keep their own rooms in order. Board for regular session begins with dinner June 17th and ends with dinner July 26th.

The expenses are as low as it is possible to make them. No reduction will be allowed for absence of less than a week, except on account of illness. This rule will apply for those entering late as well as those leaving during the session. Teachers entertaining visitors for meals will be expected to purchase meal tickets. These tickets will cost 25 cents a piece or five for \$1.00. The laundry will be in operation the second, third, fourth and fifth weeks of the school, and teachers will be allowed a reasonable number of pieces. Board must be paid upon entrance. Students will furnish their own napkins, towels and soap.

DORMITORY REGULATIONS.

All teachers rooming in the dormitories are expected to be in their rooms when the lights are put out, and to respect the privileges of one another to the extent of keeping the dormitories as quiet as possible. They are also expected to conform to all other regulations made in the interest of the teachers and the school. These regulations will be announced at the opening of the session and at intervals during the session when necessary. After assignment to rooms teachers will not change their rooms without permission of the Head of the Home.

Students are expected to use the furniture and equipment without abuse and pay for any unnecessary damage.

RAILROAD AND BOAT CONNECTIONS.

There are about fourteen trains arriving in Fredericksburg over the Richmond, Fredericksburg & Potomac Railroad from Richmond and a like number from Washington every day. These trains make connection at Richmond and Washington for all points and at Alexandria for all points on the Southern Railroad; at Doswell for all points on the Chesapeake & Ohio Railroad. The Potomac, Fredericksburg & Piedmont has one train a day to and from Orange Court House, where connection is made with the Southern and C. & O.

The Maryland, Delaware & Virginia Railway Company has a comfortable line of steamers running between Fredericksburg and Baltimore. The steamers leave Fredericksburg for Baltimore Sunday, Tuesday and Thursday at 2 P. M. and arrive from Baltimore every Monday, Wednesday and Friday. These steamers touch at all points on the Rappahannock river.

WHEN YOU ARRIVE.

When you arrive at the depot or wharf, take a carriage or automobile to the Normal School. On arriving at the school, give your trunk check to Miss M. C. Forbes, Head of the Home, who will have your trunk taken promptly to the school or to your boarding place in the city. Teachers will pay their own livery service—the charge for which is moderate. **Every trunk should be plainly marked with the student's name. This is important.**

IMPORTANT NOTES

Only a limited number can be accommodated in the dormitories. Those wishing to live in the dormitories are advised to make application for a room as soon as possible. Under no circumstances will rooms be reserved later than 9 P. M., June 17, except for students coming by boat; rooms engaged by them will be reserved till 9 A. M., June 18.

Teachers who have been exposed to typhoid fever, measles, or other contagious diseases are asked not to attend the school until all danger of contracting the disease has passed.

Teachers who are exhausted physically or nervously are advised not to attend this or any other summer school, but to spend the summer resting.

LIBRARY.

The regular library of the State Normal School will be used by the Summer School. This is a good working library, containing reference books and books bearing especially upon the subjects taught in the various courses offered, also books of fiction and current newspapers and magazines.

The Library will be open from 4 P. M. to 6 P. M. and 8 P. M. to 10:45 P. M., every day, except Sunday. These hours may be changed if it is found desirable.

EXCURSIONS.

Students have opportunity on Saturdays to visit places of historic interest in Fredericksburg and the battlefields of Spotsylvania county. They may also, with great profit, visit Washington and Richmond. If possible parties will be made up for several sight-seeing trips.

LECTURES AND ENTERTAINMENTS.

It is the policy of the Summer School to secure several attractions of a high order to which the students are either admitted free or at a greatly reduced price. The great series of Chautauqua attractions will appear in Fredericksburg this summer during the Summer School as on several past summers, and the Summer School will seek to make special arrangements for the students to attend these at small cost. Last summer we were able to make highly satisfactory arrangements, the entertainments were of a high order and were greatly enjoyed by the student body.

Courses of Study

The Courses of study offered at this Summer School are (a) those subjects required for first and second grade certificates and (b) those subjects required for the Summer School Professional Certificate—Primary Grade and the Summer School Professional Certificate—Grammar Grade—now called the Elementary Professional Certificate.

COURSES LEADING TO FIRST AND SECOND GRADE CERTIFICATES.

The following are the courses for First and Second Grade certificates, respectively:

First Grade	Value in Points
Form, giving information about applicant	15
Mathematics—Arithmetic 10, Elem. Alg. to Quadratics, 5	15
English—Grammar and Composition, 10; Eng. Classics 5	15
History—American and Va. History 10, Eng. History 5	15
Geography 5, Civics 5	10
Science—Phys. Geog. or General Science, 5, Agriculture 5	10
Physiology and Hygiene 5, Spelling 5	10
Primary Reading and Methods 5, Drawing 5	10
Total	100

These are the first grade subjects as at present arranged by the State Board of Education. Algebra will not be required this year, but will be required after January 1, 1919. All the other subjects named above will be required beginning this summer. Lectures on all of these subjects will, therefore, be given in the Summer School. See schedule in back of catalog for lectures in this course. All teachers who commenced last year to divide the examination and expected, under the old regulations to complete their examination this summer will be permitted to do so on the old basis. Form E 19, 1917.

Prospective students will please note that, to the usual Grammar and Composition course is added Classics. The work in classics this summer will consist of two classics: Silas Marner and The Lady of the Lake. These will be taught in connection with the English work, or assigned as parallel. Students should procure these books now and read them. See book list at end of catalog.

Students should also note that a new class in General Science has been introduced and that they may take either this class or Phys. Geog. Both of these are not required for the first grade certificate.

The State Department of Public Instruction has issued a circular. (Form E 19, 1918) setting forth the new regulations in regard to certificates. Teachers and prospective students should secure this circular from the Department at once and acquaint themselves with its provisions. For the benefit of our Summer School students those new regulations which seem most vital to them are quoted below.

"The First and Second Grade Certificates are designed for applicants who have not had normal or collegiate training, and who must secure their license through State examinations.

The minimum academic training of an applicant to teach must obviously be reasonably in advance of the highest grade of work she may be called upon to teach. It is not conceivable that an applicant can be a successful instructor unless she have training at least two years in advance of the classes she must instruct. Therefore the minimum requirement for a teacher in the standard high school must be collegiate work at least two years in advance of the high school requirement in any specific subject. The minimum requirement for an elementary teacher must be high school work at least two years in advance of the seventh grade. For this reason the requirements of the First Grade Certificate are raised to a reasonable standard and after January 1, 1919, no applicant will be permitted to take the State examination for the First Grade Certificate who can not show academic training equivalent to at least the first two years of high school work. While the same limitation is not placed upon applicants for the Second Grade Certificate, the completion in a thorough manner of the first year high school is assumed.

In the State examination great importance will be attached to the form to be filled out by the applicants. This will give a series of questions to bring out the pertinent facts about the applicant's preparation, attitudes and motives. This form must be carefully filled in and on it credit will be allowed as on any subject of the examination. Neatness, general style and handwriting will be counted on this form.

Requirements for the First Grade Certificate. The applicant must be at least 19 years old, must have academic training equivalent to the first two years of high school work, must have taught successfully at least 9 months, and must make a grade of 85% on the State examination.

This certificate is valid for five years and renewable for a similar period. It permits the holder to teach in the elementary grades. An applicant who makes first grade averages but has not the requisite experience or is not of required age, may receive a Second Grade Certificate convertible into the First Grade when the above requirements are made.

For the spring examinations in 1918 neither Algebra nor Classics will be required for the First Grade Certificate. In the summer examinations Classics will be required, but not Algebra. The regulation that the applicant must have completed the equivalent of two years of high school work before taking the first grade examination, will likewise not be enforced for the spring and summer examinations of 1918. After January 1, 1919, all of these regulations will be enforced.

Requirements for the Second Grade Certificate. The applicant must be at least 18 years old and must make a grade of not less than 75% on the State examination, consisting of the following subjects with the value of each:

Form by applicant	15
Arithmetic	10
English grammar and composition	10
History—U. S. and Virginia	10
Geography 5, civics 5	10
Physiology and hygiene	5
Primary reading and methods 5, spelling 5	10
Drawing	5

This certificate is valid for two years and renewable for two. The holder may teach in the elementary schools.

Division of the Examination—No division of the examinations can be permitted in the regular State examinations for First and Second Grade Certificates. Applicants who attend Summer Normals or Institutes may be permitted to divide the course for the First Grade Certificates into two parts, to be completed in two consecutive summers. When this division is made, Part I, outlined below, shall be taken the first summer and Part II the second summer. On completion of the first part of the course a Provisional Certificate will be issued, convertible into a regular First Grade license on the completion of the requirements at a summer school with 9 months experience. All applicants who have heretofore received any partial credit toward a First Grade or any other grade of certificate will have their credits properly allowed in either summer school or regular examination in 1918.

Time of Holding Examinations—Two State examinations will be given each year, one in the spring toward the close of the rural schools and the other in the summer at the close of the summer schools. The examination will be limited to two days or to one and one-half days.

In the following division of subjects Part I must be taken the first day and Part II the second.

PART I. FIRST DAY	PART II. SECOND DAY
1 hr. Teachers' form	1½ hrs. Geography
2 " Mathematics	1 " Physiology
2 " English	½ " Drawing
1½ " History and Civics	½ " Spelling
	1½ " Science
	1 " Reading

SUMMER SCHOOLS.

Two types of Summer Schools are conducted for the training of teachers, the Normal and the Institute. Normals will be held at the University of Virginia, William and Mary College, and at the regular State Normals. They will offer courses leading to the Elementary Professional Certificate (formerly called the Summer School Professional Certificate, Primary or Grammar Grades), as well as to the lower forms of license."

The Professional Courses

The Professional School offers two courses: One of these emphasizes the subjects in primary grades, the other in grammar grades. These two courses are each for six weeks for three summers. The certificate formerly given was called the Summer School Professional Certificate, Primary or Grammar Grade. The name of the new equivalent certificate is the Elementary Professional Certificate. The courses have not been changed. This Summer School gave the first summer's work in these courses last summer. We will, therefore, give the first and second summer's work in these courses this summer, postponing the third summer's work till 1919.

The following pages give a mere summary of the courses. This summary is the barest suggestion of their content. The instructors will have in their possession the detailed outlines, which will be followed as fully and definitely as possible.

The State Department makes the following announcement as to the certificate to which these courses lead:

"The Elementary Professional Certificate is issued to applicants who complete one year of professional work at the standard Normal School, based on a standard high school course or its equivalent, or who complete work required in summer courses at some university, college or normal school, the summer courses of which are approved by the State Board of Education. This certificate is valid for six years and renewable for a similar period. The holder of this certificate is permitted to teach in the elementary grades."

In order that the status of the graduates from the accredited four year high schools may be better understood, the following extract from the regulations of the State Board of Education are also printed:

"Graduates of standard four year high schools who attend the summer normal for one term of six weeks, taking five classes, three of which must deal with methods of teaching, may be granted a Second Grade Certificate. Graduates of standard four year high schools who attend a summer normal for two terms of six weeks, or who completes the course prescribed for normal training in certain high schools offered to graduates

of a standard four year high school, shall be given a provisional First Grade Certificate to be converted into a regular First Grade after nine months successful experience, or in the event of required experience, will be given the first grade at once."

To sum up, we may make the following announcement touching our Professional Courses:

Those eligible to enter these courses this summer are:

- (a) Holders of complete first grade certificates
- (b) Graduates of accredited four year high schools.
- (c) Holders of first or second grade certificates, who must take at least two professional subjects for the purpose of securing the extension of their certificates if they are otherwise extendable, in addition to three other subjects.
- (d) Teachers who hold live certificates and who wish to take special professional work without certificate credit in order to improve their teaching methods and professional standing.

It is clear therefore, that there are two courses open to first grade high school graduates, namely: (a) To take the regular State examination for a first grade certificate, or (b) to take the full professional course, Primary or Grammar Grades, leading to the Elementary Professional Certificate.

SPECIAL NOTES AS TO CERTIFICATES.

Students should note the following points as to certificates:

- 1. There is no third grade certificate.
- 2. The High School Certificate has been abolished.
- 3. Any student, irrespective of previous preparation, may this summer take the State examination for a first or second grade certificate.
- 4. After Jan. 1, 1919, two years of high school work will be a prerequisite to taking the examination for a first grade.
- 5. Algebra will not be required for a first grade this summer. It will be required after Jan. 1, 1919.
- 6. General Science or (not both), Phys. Geog. will be required this summer for a first grade.
- 7. Classics, Silas Marner and the Lady of the Lake, will be required for first grade this summer.

8. The examination is divided into two parts, and occupies two days only.
9. No division of examination is allowed, except into part I and part II, each part having two sections. In such case the two parts must be taken after six weeks attendance at a Summer Normal for two successive summers.
10. A student who has taken part of the old first or second grade course last year, may complete this summer under the old regulations. (Form E 19, 1917).
11. Graduates of accredited four year high schools are expected to take the Professional Course, leading to the Elementary Professional Certificate, (formerly called Summer School Professional Certificate, Primary or Grammar Grades.)
12. On the completion of the first year of this course such graduates secure the second grade certificate; on the completion of the second year, they secure the first grade, (if they have taught successfully nine months, a provisional first being issued till nine months experience); on the completion of the third year, they receive the Elementary Professional Certificate.
13. Such high school graduates, instead of taking the above course, may, if they so choose, take the regular State Course leading to the first grade certificate.
14. All High School graduates who intend to enter the Professional course, should present to the Dean of this Summer School on entrance either (a) their diploma or (b) a statement from their principal that they are full graduates of an accredited high school.
15. The content of the courses to be given for the Elementary Professional Certificate has not been changed.
16. Professional students will please note particularly the special course in **Gardening** and **Canning**. This is a very interesting and important course. This course is elective and may be taken in place of certain subjects in the Elementary Professional Course. The details of this will be made known to students on entrance.
17. The regulations for the extension of certificates are the same as formerly, except that students applying for the extension of their certificates are expected to attend the summer school **six weeks**, instead of four as

heretofore; or, in lieu of Summer School attendance of six weeks, will take examination this summer on Lincoln's Every Day Pedagogy. See Form E 19, 1917, for previous regulations.

18. Students who will take Songs and Games (in Primary I and Grammar I) should bring Gym suits or bloomers if they have them. This is not a prerequisite, but is highly desirable.

Outline for Primary Grades

First Year

Principles of Elementary Education I	30 periods
(Suggested text—Thorndike's Education— Macmillan.)	
Methods in Reading I	30 periods
Songs and Games I	30 periods
Arithmetic I	30 periods
Writing I	30 periods
Methods in Language I	30 periods

Second Year

Principles of Child Study II	30 periods
(Suggested text—"Fundamentals of Child Study"—Kirkpatrick.)	
Methods in Reading II	30 periods
Methods in Language and Spelling II	30 periods
Public School Music II	30 periods
Hygiene and Sanitation II	30 periods

Third Year

Methods and Management III	30 periods
(Suggested text—The Teaching Process, by Strayer; and School Management, by Salis- bury.)	
Drawing III	30 periods
Nature Study and Home Geography III	30 periods
Primary Industrial Work III	30 periods
Child Literature and History Stories III	30 periods
Observation III	20 periods

Outline for Grammar Grades

First Year

Principles of Elementary Education I	30 periods
(Suggested text—Thorndike's Education— Macmillan.)	
Methods in Language and Spelling I	30 periods
Methods in Civics and History I	30 periods
Methods in Writing I	30 periods
Arithmetic I	30 periods
Songs and Games I	30 periods

Second Year

Principles of Teaching and Studying II	30 periods
(Suggested text—Human Behavior—Colvin & Bagley.)	
Methods in Language and Grammar II	30 periods
Methods in Arithmetic II	30 periods
Public School Music II	30 periods
Agriculture II	30 periods

Third Year

Methods and Management III	30 periods
(Suggested text—The Teaching Process, by Strayer; and School Management, by Salis- bury.)	
Methods in Literature and Reading III	30 periods
Methods in Geography III	30 periods
Drawing or Industrial Work or Home Economics III	60 periods
Observation III	20 periods

If drawing or industrial work is taken in the third year an elective will also be required.

FOOD PRODUCTION AND CONSERVATION.

This is a special course, planned to meet the immediate needs of the student in preparing her to be of service to her community and thereby giving aid to the nation in this war crisis. It includes:

1st. The Principles of Vegetable Gardening.

2nd. Practical work in Canning, Drying, Preserving, etc.

The course is elective and may be taken in lieu of certain courses outlined below for the Elementary Professional Certificate. Details of this will be made known on entrance.

Outline of Subjects Required for Elementary Professional Certificate

Primary Grades—First Year

Principles of Elementary Education I

- I. Some General Principles of Education.
- II. Elementary Processes in Human Behavior.
- III.
 - 1. Persons, things studied.
 - 2. Values of studies.
 - 3. The selection of studies.
 - 4. Personal and text-book teaching.
- IV. Teaching How to Study.
- V. Moral Education.
- VI. Testing Results.
- VII. Organization of the Curriculum:
Text-Book "Education," Thorndike.

Methods In Reading I.

- I. Aims: Establish standards for good reading in general.
- II. Practical work with class in oral reading.
- III. Standards for each grade, (2d, 3d, 4th).
- IV. Methods for teaching reading:
 - (a) General.
 - (b) Silent reading.
 - (c) Oral reading.
 - (d) Sight reading.
- V. Types of reading lessons.
- VI. Critical study of State adopted books for these grades.
- VII. Selection of library for these grades.

Songs and Games I.

The aim of the course is to acquaint the student with games for the school room and playground, with special emphasis on the types of simple competitive and co-operative games, adapted to the Primary Grades. Besides the knowledge of

standard forms, students are encouraged to suggest new forms of games, and variations from old forms, as they learn to understand the educational principles underlying the games.

The course also includes a brief study of the necessity for play in education; the relation of activity to thought; the value of play as a stimulus to leadership and initiative.

(a) Methods of Presentation :

- I. Reference readings and class discussions on topics relating to the place of play in education.
- II. Playing games by the class.
- III. Arrangement and classification of games according to stages of development of children and according to type of game.

(b) Outline for Class Work :

- I. Topics for class discussion.
- II. Class Work in Games .

At least one outdoor period of games each week.

1. Games of General Activity.
2. Games of Initiation.
3. Games of Sense Perception.
4. Social Plays and Games of Courtesy.
5. Traditional Singing Games.
6. Festival Dances and Rhythms.

III. Note Book Work :

An arrangement and classification of games in typical divisions.

Outline of Games by Grades, showing games suitable to age and capacity of children.

Songs.

Aim: To present and teach these songs so that they will form the basis for definite instruction, out of which shall grow a lasting love for and an intelligent appreciation of the best music.

Arithmetic I.

The aim of this course is to prepare teachers to develop in the child skill and facility in the use of the four fundamental processes and to help him secure a rational control of and ability to use other subject matter included in the course of study for the first four grades.

A. Subject Matter, or What Primary Arithmetic Should Include:

- I. The work of the first four grades.
- II. The course of study for Grades, I, II, III and IV.
- III. The value of arithmetic.
- IV. Improvements in technique of arithmetic.
- V. Arrangement of material.
- VI. Place and time in daily schedule.

B. Method:

- I. Counting, adding, etc.
- II. Objective development (type lessons).
- III. Method of getting and keeping the interest of the class.
- IV. Reading and writing numbers.
- V. Teaching last two fundamental processes (type lessons).
- VI. Drill to fix facts learned.
- VII. The two main principles stressed.
- VIII. Review lessons.
- IX. Tests.
- X. Problems.
- XI. Correction and grading of papers.
- XII. Lesson plans involving mental drill, development of new subject, review and seat work.
- XIII. Use of the textbook; criticism of several texts; supplementary work of teacher.
- XIV. Lessons observed.
- XV. Seat work.
- XVI. List of books that will be helpful to teachers.

Writing I.

The outline for Primary Writing is the same as that for the Grammar Grades.

Methods in Language I.

Three weeks of this course will be devoted to a review of English and Composition. This will insure a foundation upon which to build up the course of study and methods in the first four grades.

A. Review of Grammar and Composition :

I. Grammar :

- (a) Function.
- (b) Relation of grammar to oral English.
- (c) Review of parts of speech and uses.
- (d) Study of sentence and sentence structure.
- (e) Study of common speech errors.

II. Composition :

- (a) Study of sentence structure.
- (b) Paragraphing.
- (c) Punctuation.
- (d) Practical work.

B. Language Method :

I. Aims of language teaching.

II. Basis for language.

- (a) The child.
- (b) Other subjects

III. Motivation of language teaching—

- (a) Through child's interests.
- (b) Games.
- (c) Relation to other school subjects.
- (d) Dramatization.

IV. Importance of Oral Language—

- (a) Conversations.
- (b) Dramatizations.

Primary Grades—Second Year

Principles of Child Study II.

- I. The Nature and Origin of Child Study.
 - II. Laws of Growth and Development.
 - III. Movements—Native and Acquired.
 - IV. Classification of Instincts.
 - V. Means of Development.
- Text-book, "Fundamentals of Child Study,"
Kirpatrick.

Methods in Reading II.

I. Reading :

- (a) Defined.
- (b) Function.
- (c) Includes.

II. Methods of teaching reading to beginners:

(a) Synthetic:

1. Alphabetic.
2. Phonic.
3. Phonetic.

(b) Analytic:

1. Word.
2. Sentence.
3. Story.

(c) Building up best methods:

1. Principles summarized.
2. Applied to method:
 - (a) Material.
 - (b) How presented.
 - (c) Mastering mechanics.
 - (d) Transition from script to print.

(e) Dramatic reading and dramatization.

III. Critical study of the State adopted books.

IV. Study of standard tests.

V. Seat work:

Text: Klapper, Teaching Children to Read.

Methods in Language and Spelling II.

This year is divided into two parts. The first part of four weeks is devoted to language methods. The last part of two weeks is used in developing methods in teaching spelling.

A. Language Methods:

- I. The teacher's part.
- II. Course of Study for the first four grades.

B. Spelling Methods:

- I. Relation of spelling to other subjects.
- II. The selection of spelling material.
- III. Causes of incorrect spelling.
- IV. Method of teaching in primary grades.
- V. Study of standard tests, Ayres, Buckingham.
- VI. Course of study for each grade.

Public School Music II.

The aim of this course is to cultivate the child's aesthetic nature, to create in him a love for the good and the beautiful

in music, to educate the senses of hearing and sight, to train the voice, to have classroom singing relieve the tension of school work, and to give outlet to pent-up feelings and action.

The course will consist of the following:

- I. Technique.
- II. Practice teaching by members of class.
- III. Chorus work.
- IV. Music appreciation.
- V. Outline of work for each grade.

Hygiene and Sanitation II.

- I. General survey of subject.
 - II. Hygiene of the school plant.
 - III. Hygiene of the school child (to receive major emphasis).
 - IV. The hygiene of instruction.
 - V. The hygiene of the teacher.
- Text: Dresslar, School Hygiene, Macmillan, New York.

Primary Grades—Third Year.

The third year's course will not be offered till the Summer of 1919.

Grammar Grades—First Year

Principles of Elementary Education I.

Same as Principles of Elementary Education I, Primary Grades.

Methods in Language and Spelling I.

Two weeks of this course should be given to spelling and the remaining four weeks to the study of language for the upper grades.

A. Aim of course as set by the Joint Committee on Reorganization:

- I. Ability on the part of pupils—
 - (a) To express clearly and consecutively, either in speech or in writing, ideas which are familiar and firmly grasped.
 - (b) To avoid gross grammatical errors.
 - (c) To compose and mail a letter
 - (d) To spell their own written vocabulary.

B. Spelling:

I. Motive.

II. Subject matter—

- (a) Minimum and basal list for each grade.
- (b) Special class list, based on daily needs.
- (c) Personal list of each pupil's chief difficulties.

III. Methods.

C. Language:

I. Oral—

- (a) Importance.
- (b) Motivation of language work.
- (c) Relation to other subjects.
- (d) Usage drills.
- (e) The poem.
- (f) The picture.
- (g) The story.

II. Written language:

- (a) Sources of material.
- (b) Characteristics of a good subject.
- (c) Provision for individual differences.
- (d) Motivation of different types.
- (e) Standards for judging the strength and weakness of compositions.
- (f) Frequency and length of written work.

III. State course of study.

Methods in Civics and History I.

- 1. The Relation of History and Civics.
- 2. The Relation of Method to Subject-Matter.
- 3. Adaptation, the Secret of Method.
- 4. Study of the Neighborhood about the School as a Historical and Civic Field.
- 5. A study of the American Flag.
- 6. A Study of National and State Songs.
- 7. The Story in History and History-Teaching.
- 8. The Visual Appeal in the Teaching of History.
- 9. Dramatics as a Method of Teaching History and Civics.
- 10. The Making and Using of Questions.
- 11. Notebooks and Notebook-Making.
- 12. Current Events as Means of Vitalizing History.
- 13. Lesson Plans.

Methods in Writing I.

- A. Drill in muscular-movement handwriting.
- B. Methods of Teaching Writing:
 - 1. The psychology of handwriting.
 - 2. The physiology and hygiene of handwriting.
 - 3. Adapting methods to the physical and mental development of the child.
 - 4. How to conduct an effective drill in handwriting.
 - 5. Standards of excellence in handwriting—what constitutes excellence in handwriting; what legibility depends upon, etc.
 - 6. Measuring the quality of handwriting; how to use the scales of Locker, Ayres, and Thorndike.

Arithmetic I.

1. The purpose of the course for both summers should be understood as an attempt to give the students a larger view of the subject and to help them acquire a congenial and efficient method of teaching it to grammar grade pupils.

2. In the first year from five to seven days may be given to a consideration of the following topics:

- (a) Reasons for teaching, something of its history, and present status, our attitude towards changes, its aims and values.
- (b) The subject-matter of arithmetic, present tendencies, need of relating problems to the interests and activities of the children, illustrations.
- (c) Motivation, and correlation with other subjects and with life. Illustrations.
- (d) Accuracy, its importance not duly emphasized, the prevalency of inaccuracy, its remedy, the use and the abuse of answers, ways of checking and of testing.
- (e) Short and direct ways of working examples versus long and clumsy ones. Illustrated by problems saved from class papers.

- (f) The text-book, how to use it, how to supplement it. Smith's Modern Advanced Arithmetic, difficulties in using it and how to overcome them.
- (g) Study of the State Course to learn its requirements for the last four grades.
- (h) Explanation of the general method to be employed.
- (i) How to study arithmetic.

8. For the remaining days of the six weeks the following topics should be taken up and definite lessons should be assigned in them to be prepared by the students, with the proper teaching method consciously illustrated each day:

- (a) Addition, subtraction, multiplication and division of integers, how to secure speed and accuracy in them.
- (b) Addition, subtraction, multiplication and division of fractions, common and decimal, how to secure accuracy in their use.
- (c) Compound numbers.
- (d) Mensuration.
- (e) Short methods in these processes.
- (f) Practical measurements.

Songs and Games I.

I. Games:

The aim of this course in games is primarily to create in children love of play; to stimulate them to higher ideals in team play and competition; to co-ordinate through play the mind and body.

This course includes a brief theoretical study to show the necessity of play in the school curriculum and to demonstrate the effect of play and recreation on the child.

A. Suggested methods of treatment.

B. Class Work:

- 1. Games of Imitation.
- 2. Games for the Playground.

See State bulletin on "Play and Athletics."

- 3. Athletic Games.
- 4. Quiet Games for Mental Activity.
- 5. Games of the Senses.
- 6. Folk and Morris Dances.
- 7. Simple Physical Exercises for the classroom.

See primary course for reference to Songs.

Grammar Grades—Second Year

Principles of Teaching and Studying II.

- I. General Principles of Behavior.
- II. Fundamental Learning Processes.
- III. Other Factors in Behavior.
- IV. The Nervous System.
- V. Habitual Actions.
- VI. Sensation and Behavior.
- VII. Perception and Behavior.
- VIII. Imagination and Memory.
- IX. The Higher Thought Process.

Text-Book, "Human Behavior," Colvin & Bagley.

Methods in Language and Grammar II.

A. Review of subject-matter of Grammar:

I. Topics—

- (a) Subject and predicate.
- (b) Classes of sentences according to their meaning (from the standpoint of expression).
- (c) The parts of speech (without minute divisions) and their uses.
- (d) Nouns, adjectives, and adverbial phrases and clauses.
- (e) Sentences classified according to form (from the grammatical structure).
- (f) Analysis of simple sentences containing not more than two phrases.
- (g) Analysis of compound sentences containing two simple clauses.
- (h) Analysis of complex sentences containing one dependent clause.
- (i) Synthesis, or combination of two or three short sentences containing related ideas into one sentence of appropriate form.
- (j) Principal parts of verbs to be studied not so much by lists as by drills in the use of past tense and the participles in sentences.

- (k) Conjugation of the indicative mood, including verbals treated as parts of speech according to their use in the sentence.
- (l) Relative and personal pronouns.

B. Method:

1. Points to be stressed in method developed—
 - (a) Evils of old type of grammar teaching.
 - (b) Motivation of grammar study.
 - (c) Correlation with language instruction, reading and oral speech.
 - (d) Relative importance of grammar topics.
 - (e) Grammatical nomenclature.
 - (f) Sentence analysis.

Methods in Arithmetic II.

In the second summer the first two weeks should be utilized in a consideration of the following topics:

1. The history of arithmetic:
 - (a) Subject-matter.
 - (b) Method of teaching the subject.
 - (c) Results of scientific investigations in Arithmetic.
2. Problems and means of solving them.
3. How time may be saved in arithmetic.
4. Difficult phases in the teaching of Arithmetic.
5. Types of lesson plans.
6. How to give the Courtis Tests.
7. How to draw on the community life for arithmetic problems.

For the remaining days regular arithmetic work will be assigned daily. The following topics will be treated:

1. Percentage.
2. Banking.
3. Problems of domestic economy, of industrial arts, of farming, of good roads, etc.
4. Corporations.
5. Problems that have given the teacher trouble in teaching.

Texts: Smith's Modern Advanced Arithmetic and Brown and Coffman's How to Teach Arithmetic.

Public School Music II.

The course will follow largely the points outlined for the primary grades. The only difference will be in the choice of material. The aims of the course will be very much the same.

The course will consist of the following :

- I. Technique.
- II. Practice teaching by members of class.
- III. Chorus work.
- IV. Music appreciation.
- V. Outline of work for each grade.

Agriculture II.

Purpose of the course :

1. To increase the agricultural knowledge of the prospective teacher.
2. To present the means and methods of teaching agriculture in the grammar grades.
3. To make it possible for the teacher to co-operate actively with the county demonstrators and all other agencies looking toward the improvement of rural conditions.

Nature of the Course: To carry out the above scheme it is recommended that the course consist of—

1. Class recitations from assigned topics.
2. Individual reports from assigned readings.
3. Lectures by the instructor.
4. Demonstrations in the laboratory and in the field by the instructor.
5. Solution of *laboratory problems* by students when local conditions make it possible.

Text-Book: "Agriculture Through the Laboratory and School Garden," Jackson and Daugherty, Orange-Judd Co.

Grammar Grades—Third Year.

This course will not be offered till the Summer of 1919.

VACATION SCHOOL.

The vacation school is composed of two rooms, one primary and one grammar grade, taught by teachers specially trained for this type of work. These classes furnish excellent opportunity for teachers to see work done under normal conditions, and with types of children such as will be met in any public school of Virginia.

OBSERVATION AND DISCUSSION.

This course is intended to give teachers opportunity for observation of the fundamental subjects taught in the primary and grammar grades of the vacation school. The principles underlying the teaching of subjects observed and methods used in teaching these subjects are discussed with the directors of the vacation school, Mr. Tyner and Miss Saunders.

This course is optional for first and second year classes in both primary and grammar grades. Opportunity will be given these classes to take this work if desired.

OVERWORK.

While seven lecture periods are provided in the schedule, it is not contemplated or desired that any student take lectures on subjects covering all these periods. On the average five periods of lecture work is the amount of lecture work advised. In special cases, after consultation with the Dean, students may be permitted to take six periods of lectures, but no more. This restriction is made in the interest of the health of the students, lest they should overtax their strength.

STATE EXAMINATIONS.

The regular State examinations will be held at the school July 25 and 26.

The examinations will be held under the regulations of the State Board of Education. Examinations will be given on subjects required for first and second grade certificates, and also on the work covered for the Summer School Professional certificate—primary grades and for the Summer School Profession certificate—grammar grades. These certificates are now called the Elementary Professional Certificate.

ARRIVE ON TIME.

NOTE: Students are urged to arrive in full time to register on the 17th and begin class work on the 18th.

Students arriving by boat Monday evening, June 17th, need not spend the night on the boat, but will be accommodated in the dormitories.

TEXT BOOKS.

The books to be used as the basis for the work for first and second grade certificates are given below. The names of the publishers and their addresses, together with prices of books, are also given. Teachers are advised to provide themselves with such of these books as they will use. Any other standard books on the several subjects may, in most cases, be used instead of the regular texts, and teachers should bring with them such of these as they have. Books may be ordered for students after their arrival and assignment to classes, but this will not be done except upon written request. In all such cases the students are obliged to take and pay for the books ordered.

In the professional courses the texts are given in most cases with the statement of the several courses, and the same rule obtains as to ordering books.

TEXTS FOR FIRST GRADE CERTIFICATE COURSE.

New World Speller, grades 5 to 7 inclusive.—World Book Co., Yonkers, N. Y.	\$.17
Smith's Modern Advanced Arithmetic—Ginn & Co., 70 Fifth Ave., N. Y. ....	.40
Frye's Higher Geography, Virginia Edition—Ginn & Co., 70 Fifth Ave., N. Y. ....	.88
Briggs & Coffman's Reading in Public Schools, Row, Peterson & Co., Chicago, Ill.	90
Emerson & Bender's Modern English, Book II., The MacMillan Co., 64 Fifth Ave., N. Y. ....	.48
Smithy's History of Virginia—American Book Co., 100 Washington Square, N. Y. ....	.54
Ritchie's Primer of Sanitation and Physiology—World Book Co., Yonkers, N. Y. ....	.60

Lincoln's Everyday Pedagogy—Ginn & Co. ....	.80
Tarr's New Physical Geography—MacMillan Co., N. Y. ....	.80
Snyder's First Year Science—Allyn & Bacon	1.18
Cheyney's Short History of England—Ginn & Co., N. Y.	1.32
Duggar's Agriculture for Southern School—MacMillan Co., N. Y...	.60
Our Republic, History of U. S.—Richmond Press .....	.45
McBain's Government and Politics in Virginia .....	.45

ENGLISH CLASSICS:

Eliot's Silas Warner	
Scott's Lady of the Lake	
Applied Arts Drawing Books, Nos. 41-44 Atkinson, Metzger Co., Chicago	

NOTE: Any of these books may be ordered through the Virginia Book Co., Richmond, Va.

Schedule of Lectures

First Grade Course

Hour	Subject	Days	Instructor	Room
8:00	Assembly	30	Faculty	Aud.
8:20	Grammar	30	Miss Peoples	3
	Civics	30	Mr. Chiles	17
	Phys. and Hyg.	30	Miss Saunders	9
	U. S. History	30	Miss Le Cato	5
	Writing	30	Miss Phillips	6
9:00	Grammar	30	Miss Peoples	3
	Arithmetic	30	Mr. Hamlet	15
	Writing	30	Miss Phillips	6
	English Hository	30	Mr. Davis	7
	Geography	30	Mr. Chandler	5
9:40	Reading	30	Miss Peoples	3
	Va. History	30	Miss Le Cato	6
	Drawing	30	Miss Haskell	19
	Theory and Practice	30	Mr. Davis	7
	Arithmetic	30	Mr. Hamlet	15
10:20	Reading	30	Miss Peoples	3
	Va. History	30	Miss Le Cato	6
	Geography	30	Mr. Chandler	5
	Theory and Practice	30	Mr. Davis	7
	Civics	30	Mr. Chiles	17
11:00	Agriculture	30	Miss Atkinson	16
	Physical Geography	30	Mr. Chiles	17
	General Science	30	Mr. Cook	15
	United States History	30	Miss Le Cato	5
	Arithmetic	30	Mr. Hamlet	3
11:40	Grammar	30	Miss Peoples	3
	Civics	30	Mr. Chiles	17
	Spelling	30	Miss Phillips	6
	General Science	30	Mr. Cook	15
	Agriculture	30	Miss Atkinson	16
12:20	Physical Geography	30	Mr. Chiles	17
	United States History	30	Miss Le Cato	5
	Drawing	30	Miss Haskell	19
4-6	Food Prod. and Cons.	30	Miss Atkinson	16 and Gar.

Schedule of Lectures

Professional Course

Hour	Subject	Days	Instructor	Room
8:00	Assembly	30	Faculty	Aud.
8:20	Principles El. Ed. Pri. I	30	Mr. Tyner	1
	Principles El. Ed. Gr. I.	30	Mr. Tyner	1
	Methods in Arith., Gr. II.	30	Mr Hamlet	15
	Meth. Lang. and Spell'g Pri. II	30	Miss Saunders	7
9:00	Meth. Lang. and Spell'g Gr. I	30	Miss Kerlin	8
	Princ. Teach. and Sty. Gr. II	30	Mr. Tyner	1
	Observation, Pri. I	30	.....	2
9:40	Agriculture Gr. II.	30	Miss Atkinson	16
	Meth. in Writ. Pri. I	30	Miss Phillips	5
	Meth. in Read. Pri. II.	30	Miss Saunders	1
	Observation, Gr. I	30	.....	4
10:20	Meth. in Arith. Gr. I.	30	Mr Hamlet	15
	Songs and Games, Pri. I	30	Miss Saunders	Gym.
	Pub. Sch. Music Gr. II	30	Miss Haskell	11
	Observation, Pri. II.	30	.....	2
11:00	Principles of Ch. Sty. Pri. II	30	Mr. Tyner	1
	Meth. in Civ. & His., Gr. I. ...	30	Mr. Davis	9
	Meth. in Lang. Pri. I	30	Miss Saunders	8
	Observation, Gr. II	30	.....	4
11:40	Meth. in Reading, Pri. I	30	Miss Saunders	1
	Songs and Games, Gr. I.	30	Miss Saunders	Gym.
	Meth. in Lang and Gr., Gr. II	30	Miss Kerlin	8
	Pub. School Mus., Pri. II.	30	Miss Haskell	11
12:20	Meth. in Writing, Gr. I	30	Miss Phillips	6
	Meth. in Arith., Pri. I.	30	Miss Kerlin	8
	Hygiene and San., Pri. II	30	Miss Saunders	9
9-12	Vacation Sch., Gr. II & III..	30	Miss Townes	2
	Vacation Sch., Gr. IV & V....	30	Miss Winston	4
4-5:20	Food Prod. and Cons.	30	Miss Atkinson	16 and Gar.



COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND, VIRGINIA

TEACHERS READING COURSES

Note—Prices given are post-paid in all cases.

Please do not send orders for these books to the Department of Public Instruction. They may be obtained from the local dealers or from the publishers.

READING COURSE FOR YEAR ENDING JUNE 30, 1918.

(With Comments by the State Reading Course Committee.)

1. a. Motivation of School Work, Wilson—Houghton Mifflin Co., New York.

Single copies\$1.22
10 or more copies..... 1.08

b. How to Teach the Fundamental Subjects, Kendall and Mirick—Houghton Mifflin Co.

Single copies\$1.12
10 or more copies..... 1.00

The school is an experience-giving institution, and the experiences here obtained should be real, and not artificial. The Wilsons have caught the spirit of the age and have incorporated in their book practical suggestions and concrete illustrations of how to take the accumulated experiences of the race, called the curriculum, and make them real and vital to the student. Every teacher and principal will find here suggestions that will tend to make school more a place of real life.

So helpful to teachers of the subjects in the grades does the committee consider "How to Teach the Fundamental Subjects" that it is readopted from last year's course.

2. Everyday Pedagogy, Lincoln—Ginn & Company, New York.

Single copies 80c.
10 or more copies..... 72c.

A brief statement of how to get started in school and how to keep on. Necessary equipment of teachers and school; physical welfare; opening exercises; conducting the classes in various subjects; seat work;

play, and discipline are some of the subjects treated. Simply written, and especially helpful to young teachers. Readopted from last year's course. Basis for examination in Theory and Practice.

3. a. High School Administration, Hollister—D. C. Heath & Co., New York.

Single copies\$1.35
10 or more copies..... 1.20

b. What is English, Ward—Scott Foresman & Co., Chicago.

Single copies\$1.00
10 or more copies..... .90

The purpose here is to provide one book for the principal and superintendent who feel the need for help in meeting the complex problems of school administration, and one for the teacher of probably the most important subject in the high school.

4. a. Teaching Arithmetic, Stamper—American Book Co., New York.

Single copies\$1.00
10 or more copies..... .90

b. Teaching the Children to Read, Klapper—D. Appleton & Co., New York.

Single copies\$1.05
10 or more copies..... .95

On no two subjects in the elementary course does the teacher need more help in order to get the best results than on the two here provided for. Stamper treats his subject in a simple and concrete way that makes for results. Specific plans are worked out on the fundamentals. Klapper not only lays a sane and safe basis for the mastery of the printed page in the lower grades, but gives valuable suggestions for gaining proficiency in the art of good reading at the critical period for this subject, in the grammar grades.

5. Rural Education, Pickard—Webb Publishing Co., St. Paul, Minn.

Single copies\$1.00
10 or more copies..... .90

In this day of the multiplicity of books it is refreshing to find one dealing with so important a subject as Rural Education in the masterly, simple, practical, and optimistic way that Mr. Pickard does in this work. Superintendents, supervisors, and teachers, as well as others interested in this subject, will find interesting reading here.

6. a. The Vitalized School, Pearson—The Macmillan Co., New York.

Single copies\$1.20
10 or more copies..... 1.10

b. Story-Telling, Questioning, and Studying, Horne—The Macmillan Co., New York.

Single copies\$1.00
10 or more copies..... .90

Both of these are recognized educators and authors; and the title of each book speaks for itself. All will find help and inspiration from

the first mentioned, and teachers wanting a short and concise treatment of three vital subjects in present day school life will find it in Mr. Horne's little book.

***7. a. The Brown Mouse, Quick—Bobbs-Merrill Co., Indianapolis, Ind.**

Single copies \$1.00
10 or more copies..... .90

b. The Evolution of Dodd, Smith—Rand, McNally & Co., Chicago.

Single copies 65c.
10 or more copies..... 60c.

c. The Reveries of a School Master, Stableton—Scribner's Sons, New York.

Single copies 90c.
10 or more copies..... 80c.

These three semi-professional books might be classified as "Light Readings." They present in a most fascinating way some great educational truths. No one interested in boys and girls and their development can read any one of them without profit. The first deals with rural life in a rather unique way; the second with a boy through successive stages of development under several types of teachers; and the third points out mistakes, failures, successes, ideals, aims and hopes of an altogether interesting school master.

8. The National Geographic Magazine—National Geographic Society, Washington, D. C., \$2.00.

Probably the best supplementary aid to the teaching of Geography to be had from any source other than nature itself. This magazine is not published for profit but for education. The regular price to other than members is \$2.50 per year. The society is granting to all Virginia teachers the special membership rate of \$2.00 because of this adoption.

NOTE.—The State Board of Education adopts the following books of the 1918 list as basal:

Motivation of School Work; High School Administration; Teaching Arithmetic; Teaching Children to Read; Rural Education and The Vitalized School. All other books of this list are supplementary and may be read as credit for renewal of certificates, but examinations will be prepared on the basal books only.

READING COURSE FOR YEAR ENDING JUNE 30, 1917.

1. Lincoln's "Everyday Pedagogy," published by Ginn & Company. Price, 80c. net; ten copies or more, 72c. net.

This book is recommended for teachers preparing to take the State examination in Theory and Practice.

2. Heatwole's "History of Education in Virginia," published by The Macmillan Company. Price, \$1.20; in lots of ten or more, \$1.10.

This is a piece of pioneer work in collecting the history of education in our State and should prove of interest to all Virginia teachers.

*Two of these light readings count in value for the renewal of certificates the same as one from any other of the list.

3. Dewey's "**Schools of To-morrow**," published by E. P. Dutton & Company. Price, \$1.20; in lots of ten or more, \$1.08.

A book from which teachers may gather inspiration as well as a knowledge of the many interesting educational experiments now being carried on in various schools.

4. Kendall & Mirick's "**Teaching the Fundamental Subjects**," published by Houghton, Mifflin & Co. Price, \$1.12; in lots of ten or more, \$1.00.

A good, practical book for grade teachers in cities and rural high schools.

5. Hall-Quest's "**Supervised Study**," published by The Macmillan Company. Price, \$1.20; in lots of ten or more, \$1.10.

This book is especially helpful to high school teachers and others interested in the general problem of How to Study.

READING COURSE FOR YEAR ENDING JUNE 30, 1916.

1. a. As a text for general work in the theory and practice of teaching—**Types of Teaching**, by Earhart; Houghton-Mifflin Company, Boston, Mass. Single copies, \$1.12; ten or more copies, transportation paid, \$1.00 each.
b. For teachers in rural schools especially—**The Rural School; Its Methods and Management**, by Cutler and Stone; Silver, Burdett & Company, New York City. Single copies, \$1.00; ten or more copies, transportation paid, 90c. each.
2. For High School Teachers—**Methods of Teaching in High Schools**, by Parker; Ginn & Company, New York City. Single copies, \$1.20; ten or more copies, transportation paid, \$1.08 each.
3. **How to Teach American History**, by Wayland; Macmillan Company, New York City. Single copies, 99c.; ten or more copies, transportation paid, 88c. each.
4. To emphasize the social phases of school work—**Education for Efficiency**, by King; D. Appleton & Company, New York City. Single copies, \$1.10; ten or more copies, transportation paid, \$1.00 each.
5. **Play and Recreation**, by Curtis; Ginn & Company, New York City. Single copies, 93c.; ten or more copies, transportation paid, 84c. each.

READING COURSE FOR YEAR ENDING JUNE 30, 1915.

1. **Everyday Problems in Teaching**, by O'Shea—The Bobbs-Merrill Company, Indianapolis, Ind. Single copies, \$1.00; ten or more copies, 85c.
2. **Vocational Guidance**, by Puffer—Rand McNally & Company, Chicago. Single copies, \$1.10; ten or more copies, \$1.00.

3. **The Work of the Rural School**, by Eggleston and Bruere—Harper & Bros., New York. Single copies, 87c.; ten or more copies, 83c.
4. **Health and the School**, by Burks—D. Appleton & Company, New York. Single copies, \$1.10; ten or more copies, \$1.00.
5. **Virginia's Attitude Toward Slavery and Secession**, by Munford—Virginia Book Company, Richmond, Va. Single copies, \$1.00; ten or more copies, 90c.
6. **Parker's History of Modern Elementary Education**—Ginn & Company, New York. Single copies, \$1.00; in lots of ten or more, 90c.

READING COURSE FOR YEAR ENDING JUNE 30, 1914.

1. a. **A Brief Course in the Teaching Process**, by Strayer—The Macmillan Company, New York. Single copies, \$1.12; ten or more copies, \$1.00.
 b. **What Children Study and Why**, by Gilbert—Silver, Burdett & Company, New York. Single copies, \$1.10; ten or more copies, \$1.00.
2. **Country Life and the Country School**, by Carney—Row, Peterson & Company, Chicago. Single copies, \$1.00; ten or more copies, 90c.
3. **Literary Interpretation**, by Tompkins, and **Teaching Poetry**, by Hali-burton and Smith—Houghton Mifflin Company, Boston. Single copies, 90c.; ten or more copies, 80c.
4. **Standards in Education**, by Chamberlain—American Book Company, New York. Single copies, 90c.; ten or more copies, 80c.

HOW CERTIFICATES MAY BE RENEWED.

Extract From Form E—No. 19—Regulations of State Board of Education With Reference to Certification of Teachers in Virginia.

All certificates except those mentioned in sections 25, 29, 30 and 35 of Form E—No. 19—shall be renewed under the following requirements and conditions:

1. The holder must furnish evidence that he has been a successful teacher.

2. He must make a written statement on the back of his certificate to the effect that he has read five books of the State Reading Course (giving the names of the books) during the life of the certificate to be renewed or since its date of issuance, one of which must be from number 1 in the list for one of the years. These books may be chosen from any year or years of the published list.

3. In addition to the foregoing, he must either attend an approved summer school or institute for at least twenty consecutive days during the life of the certificate or within sixty days after it expires, and must diligently pursue the course of study (taking not less than three classes) prescribed by the conductor of such school; or he must pass a successful examination on at least two of the books of the Reading Course, one of which must be a distinctly educational book, listed number 1 in each year.

For the first extension of High School Training Certificate the holder

must pass a satisfactory State examination on Parker's "History of Modern Education." (See Section 25, Form E. 19.)

Note.—Notwithstanding what is stated in the preceding paragraph, it is stipulated and must be understood that no attendance upon a summer school, which is used and counted in earning or completing a certificate, may be offered for the renewal of said certificate.

4. The examinations prepared for the Reading Course from year to year include questions only on the books adopted for the school year immediately preceding the date of the examination.

Note.—All applications for renewal or extension of certificates must be sent through the division superintendent, who will be furnished with suitable blank forms for that purpose. All teachers who take the State examination on the Reading Course are required to fill out Form E—No. 2 R—and attach to same the certificate to be renewed.

A certificate may be extended or renewed only by the Department of Public Instruction. No application for extension or renewal will be considered by the Department of Public Instruction prior to April 1st of the year in which the certificate expires.

R. C. STEARNES, *Superintendent*.

J. N. HILLMAN, *Secretary*.







